



Policy on Behaviour and Discipline

1 Aims and objectives

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and punishments

- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - Each week, we nominate a child from each class to be 'Pupil of the Week'.
 - Each 'Pupil of the Week' receives a trophy in the school assembly.
 - We have 'The Class Cup' each week for the best class.
 - All pupils have an opportunity to take part in a celebration assembly where they are able to show examples of their best work and achievements.
 - Staff understand that children come to our school with a range of differing home experiences and disciplinary standards so pupils joining the Foundation Class (EYFS) will be given a settling in period at the discretion of staff before they are expected to follow the behaviour policy.
 - KS2 children are expected to have learnt more self-control and therefore behaviour expectations are higher.
 - Stickers, charts etc. to be used as teacher deems appropriate to reward good behaviour in class. A yellow letter is to be sent home to show outstanding behaviour or work

Lunch and break time

- Staff on duty should follow behaviour policies
- Staff may communicate with class teachers where needed and will be supported by teaching staff.

- If a child does anything which causes injury or risk of injury to others, a red letter is to be sent home immediately and the child is to sit in the library for the rest of break.
- On some occasions, staff may not allow a child to participate in certain activities if it is felt that the child has behaved inappropriately.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. The Record of Achievement File contains information regarding children's achievement out of school, e.g. music or swimming certificates.

2.3 The school uses a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

2.4 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

2.5 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself or damaging property, and to maintain good order and discipline in the classroom. The actions that we take are in line with government guidelines on the power to use reasonable force.

3 Pupil behaviour outside the school gate

3.1 A teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school;

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

4 Bullying – read in conjunction with Anti-Bullying Policy

We do not tolerate bullying of any kind. Bullying is behaviour by an individual or group, repeatedly over time, that intentionally hurts another individual or group either physically or emotionally. Bullying is not a one off incident.

As a staff we aim to keep the issue of bullying in the open and see the following steps to be essential if we are to deal with bullying in a positive way:

- Be available – We are aware that bullying can happen and that we are always ready to listen to any concerns the children have.
- Investigate - Each incident is investigated as soon as possible and all parties are asked to give their views, discretion is always used.
- Record – The teacher who is investigating will record the incident with the Head Teacher and a written record will be kept. The children are told of this process so they realise that the incident is taken seriously.
- Respond – Depending on the severity of the incident there are various responses and consequences available to the head teacher (stated previously).
- Follow-up – Usually in the form of a meeting, it is important for the children to know that they are supported in a positive way.

5 Supporting children with behaviour difficulties

If a child is identified as having behavioural special needs, there are a number of systems that are in place to support them. These are:

- Individual targets set for each child with negotiated rewards for reaching these targets;
- Regular reviews of progress towards the targets take place;
- Children receive time in which to work on their specific targets;
- The child's seating positions and groupings are carefully thought through;
- All staff are informed of the child's needs and regular updates are provided.

6 The role of the class teacher

- 6.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 6.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 6.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 6.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher.
- 6.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.
- 6.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

7 The role of the head teacher

- 7.1 It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.
- 7.2 The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy

- 7.3 The head teacher keeps records of all reported serious incidents of misbehaviour.
- 7.4 The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

8 The role of parents

- 8.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 8.2 We explain the school rules in the school prospectus, and we expect parents to read them and support them.
- 8.3 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 8.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

9 The role of governors

- 9.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.
- 9.2 The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

10 Fixed-term and permanent exclusions

- 10.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Statutory guidance on the exclusion of pupils from local-authority maintained schools, academies and pupil referral units. (2012) We refer to this guidance in any decision to exclude a child from school. The Internet address is: <https://www.gov.uk/government/publications/school-exclusion>
- 10.2 Only the head teacher (or the acting head teacher) has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 10.3 If the head teacher excludes a child, he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 10.4 The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

- 10.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.
- 10.6 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 10.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 10.8 If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

11 Drug- and alcohol-related incidents

- 11.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- 11.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 11.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 11.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the head teacher.
- 11.5 If the offence is repeated, the child will be permanently excluded.
- 11.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

12 Involvement with Outside Agencies

The school will undertake reviews of the needs of pupils and involve external agencies, such as the Educational Psychology Service, Occupational Therapy and Speech and Language Therapy where it is deemed by the school to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent/carer beforehand and signed consent will be necessary in order to engage outside agency involvement.

13 Screening, Searching and Confiscation

The guidance provided in the Education and Inspection Act 2006 and the 'Searching, screening and confiscation advice for head teachers, school staff and governing bodies' (February 2014), states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of a pupil that are illegal or banned from school, for instance, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm; the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school. Any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice. A staff member can search a pupil with the child's permission to look for any item that are illegal or banned from the school. It is only the head teacher, or

a staff member who has been authorised by the head teacher, who has the power to search a pupil without the pupil's consent if they suspect they are in possession of illegal items.

Section 93 of the Education Act 2011 states that, members of staff have the legal right to seize an electronic device to examine any data or files on the device, if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this.

14 Allegations against staff

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner which provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Appropriate pastoral care will be provided to any member of staff who is subject to a formal allegation (Further details can be found in the Manual of Personnel Practice). All allegations will be reported to the Local Authority Designated Officer (LADO).

15 Monitoring and review

- 15.1 The head teacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 15.2 The school keeps a variety of records concerning incidents of misbehaviour. The head teacher records those incidents in which a child is sent to him/her on account of bad behaviour.
- 15.3 The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 15.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.
- 15.5 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Date: November 2019